

## OBJECTIVES AND CONTENT OF TEACHING A FOREIGN LANGUAGE AT DIFFERENT STAGES OF THE EDUCATION SYSTEM IN UZBEKISTAN

Student of Chirchik State Pedagogical University

**Abdukholiqova Sevinch Bakhrom qizi**

abduxoliqovasevinch0@gmail.com

**Abdullayeva Zarina Dilshodbekovna**

abdullayevazarinaxon2@gmail.com

Scientific advisor; Chirchik State Pedagogical University

teacher in Tourism Faculty **Isroilova Tursuntosh**

isroilova.tursuntosh@gmail.com

### ABSTRACT

In recent years, Uzbekistan has undertaken comprehensive reforms in foreign language education across all levels of its educational system. The primary objective is to develop communicative competence in students, enabling them to operate effectively in multilingual and multicultural environments. At the preschool level, exposure to a foreign language builds foundational listening and speaking skills. In primary and secondary schools, the focus shifts to integrated curricula based on the Common European Framework of Reference for Languages (CEFR), communicative methods, and modern pedagogical technologies. At the tertiary level, foreign language instruction aims to support students' academic and professional development, such as through English for Specific Purposes (ESP) and content-based learning. However, challenges remain, including teacher training, resource allocation, and consistent assessment practices. The evolution of the content reflects both national policy priorities and global trends, striving to balance linguistic, cultural, and functional competence.

**KEYWORDS:** foreign language education, communicative competence, CEFR, teacher training, ESL in Uzbekistan

### АННОТАЦИЯ

В последние годы Узбекистан проводит масштабные реформы в области преподавания иностранных языков на всех уровнях системы образования. Основная цель — формирование коммуникативной компетенции у учащихся, позволяющей им успешно функционировать в многоязычном и многокультурном контексте. На дошкольном этапе обучающиеся получают первые навыки восприятия и говорения на иностранном языке. В начальной и средней школе акцент делается на интегрированные учебные программы, основанные на Общей европейской языковой системе (CEFR), коммуникативные методы и современные педагогические технологии. На уровне высшего образования преподавание иностранного языка ориентировано на академическое и профессиональное развитие студентов, в том числе через курсы English for Specific Purposes (ESP) и изучение предметов на иностранном языке. Тем не менее сохраняются проблемы, такие как подготовка преподавателей, распределение ресурсов и единообразие методов оценки. Эволюция содержания преподавания отражает как национальные приоритеты, так и глобальные тенденции, стремясь к балансу между языковой, культурной и функциональной компетентностью.

**КЛЮЧЕВЫЕ СЛОВА;** преподавание иностранного языка, коммуникативная компетенция, CEFR, подготовка учителей, обучение английскому в Узбекистане

### **ANNOTATSIYA;**

So‘nggi yillarda O‘zbekiston ta’lim tizimining barcha bosqichlarida chet tilini o‘qitish sohasida keng ko‘lamli islohotlar amalga oshirildi. Asosiy maqsad — o‘quvchilarda kommunikativ kompetensiyani shakllantirish, ularni ko‘p tilli va ko‘p madaniyatli muhitda samarali faoliyat yuritishga tayyorlash. Maktabgacha ta’lim bosqichida chet tiliga eksponirovka tinglash va gapirish bo‘yicha asosiy ko‘nikmalarni rivojlantiradi. Boshlang‘ich va o‘rta maktablarda e’tibor CEFR (Common European Framework of Reference for Languages)ga asoslangan integratsiyalashgan o‘quv dasturlariga, kommunikativ metodlarga va zamonaviy pedagogik texnologiyalarga qaratiladi. Oliy ta’limda chet tilini o‘qitish talabalarning akademik va kasbiy rivojlanishini qo‘llab-quvvatlashga xizmat qiladi, masalan, ESP (English for Specific Purposes) va mazmun asosida o‘qitish orqali. Shu bilan birga, muammolar saqlanib qolmoqda,

jumladan, o'qituvchilarni tayyorlash, resurslar taqsimoti va baholashni izchillik bilan amalga oshirish. Mazmunning evolyutsiyasi milliy siyosat ustuvorliklari va global tendensiyalarni aks ettiradi, til, madaniyat va funksional kompetensiya muvozanatini saqlashga intiladi.

**KALIT SO'ZLAR;** chet til ta'limi, kommunikativ kompetensiya, CEFR o'qituvchi tayyorlash, o'quv dasturi rivojlantirish

## **INTRODUCTION**

In Uzbekistan, the teaching of foreign languages has become a priority in the national education system, especially after the country gained independence in 1991. Recognizing the growing importance of global communication, economic cooperation, and cultural exchange, the government initiated comprehensive reforms aimed at improving foreign language competence among students at all educational levels. The national policy emphasizes the development of communicative competence, which enables learners to function effectively in multilingual and multicultural environments. At the preschool level, children are introduced to a foreign language through interactive activities, songs, and games, which help them develop basic listening and speaking skills. In primary and secondary schools, curricula are aligned with international standards, particularly the Common European Framework of Reference for Languages (CEFR), and employ communicative teaching methods alongside modern pedagogical technologies. This stage aims not only at language acquisition but also at fostering critical thinking, creativity, and collaborative skills through project-based learning and interactive exercises. At the tertiary level, foreign language education focuses on academic and professional development. Students are encouraged to engage in English for Specific Purposes (ESP) courses, content-based instruction, and research activities conducted in a foreign language. These initiatives are designed to prepare graduates for higher education, international collaboration, and the global labor market. Despite significant progress, several challenges remain, including teacher training, resource allocation, assessment consistency, and regional disparities. Addressing these issues is essential to ensure that foreign language education meets international standards while reflecting Uzbekistan's cultural and linguistic context. This study aims to analyze the objectives and content of foreign language teaching across

different stages of the Uzbek education system, highlighting current practices, achievements, and areas requiring further development.

## **CONCLUSION**

In conclusion, foreign language education in Uzbekistan has undergone significant reforms in recent decades, reflecting both national priorities and global trends. At each stage of the education system—preschool, primary, secondary, and tertiary—the objectives and content of instruction are carefully designed to develop students' communicative competence and prepare them for multilingual and multicultural environments. Preschool education introduces children to basic listening and speaking skills through interactive and playful activities. Primary and secondary curricula align with CEFR standards and emphasize communicative teaching methods, project-based learning, and technology integration. Higher education focuses on academic and professional language skills, including English for Specific Purposes and content-based instruction. Despite considerable progress, challenges remain, such as teacher training, resource availability, assessment consistency, and regional disparities. Addressing these issues is essential to ensure that foreign language education in Uzbekistan continues to meet international standards while respecting the national linguistic and cultural context. Ongoing reforms, innovative teaching methods, and increased investment in resources and professional development will be key to preparing future generations of Uzbek learners for active participation in the global community.

## **REFERENCES**

1. Babaniyazova, N. P. (2016). Modern state of foreign language learning in the Republic of Uzbekistan: Analysis of state programs and textbooks.
2. Hamroyeva, F. (2022). Chet tillarini o'qitishda mamlakatimizda olib borilgan ishlar.
3. Ottho, M. (2023). New opportunities for foreign language learning in Uzbekistan. Herald Kokand University.
4. British Council Uzbekistan. (2019). Press release on English language teaching reforms.
5. UZA. (2021). New opportunities for learning foreign languages in New Uzbekistan.
6. UZA. (2021). New opportunities for learning foreign languages in New Uzbekistan.

7. Ruzibaeva, Sh. Sh. (2022). Range of foreign language learning reforms.